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A Study of Child Right Protection Practices in Public and Private School

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ABSTRACT
The current practices of child rights in Pakistan have shown mixed impacts: while there have been improvements in access to education and healthcare, significant challenges persist. Efforts to increase school enrollment and healthcare access are hindered by poverty, cultural norms, and inadequate infrastructure, particularly in rural areas. Child labor, child marriage, and trafficking remain prevalent issues, despite legal frameworks aimed at protecting children. Weak implementation of laws, insufficient social services, and limited mental health resources further exacerbate the situation. Overall, while strides have been made, substantial efforts are required to fully realize the rights and well-being of children in Pakistan. The study was based on analysis of protection of child rights at schools level. The main objectives of the study were: To examine the awareness of child rights protection regarding the opinion of public and private secondary school teachers in district Bhakar. To examine the impact of current practices regarding protection of child rights in public and private schools at secondary level at Bhakar. To compare the difference between the opinion of public and private secondary school teachers regarding the protection of child rights. Main research questions of the study were: What is the level of awareness of child rights protection regarding the opinion of public and private secondary school teachers in district Bhakar? What are the impact of current practices regarding protection of child rights in public and private schools at secondary level at Bhakar? What is the difference between the opinion of public and private secondary school teachers regarding the protection of child rights? The sample of the study were public and private secondary school teachers of district Bhakkar. A comparison was being made between private and public schools regarding protection of child rights. It was a descriptive study. The researchers employed a simple random sampling technique and questionnaire to collect data for the study. The questionnaire was developed on three components of the protection of child rights in public and private school. These components were protection of child rights in public and private school. The researcher employed mean, T-test and percentages was used for the analysis of area (Bhakar) and gender (male, female). The findings of this study exposed that the majority of the male and female teachers showed a positive attitude towards child rights protection in school. Significant recommendations for the study were; It is recommended government may conduct child rights awareness seminars in district Bhakar.
Keywords: *Child rights, Protection, Public, Private, School.*

INTRODUCTION

Children are among our most valued citizens, and the Children's Rights Information Network (CRIN) defines child rights as each kid's right and the establishment of circumstances that allow every child to realize their full potential. There are many different subjects covered under child protection. It covers social issues, violence against children, suffering of the body and mind, abuse of and contempt for children, among other things. All individuals, the government, and educational institutions must uphold children's rights. In recognition of the necessity of legislation for the protection of children's rights, the UN General Assembly adopted the convention and made it available for signature on November 20, 1989. 191 countries, or 119, signed the convention. On September 2nd, 1990, the convention came into force. At the convention, 54 articles were available. Articles one through forty-one detailed a child's fundamental rights in great detail, and additional articles described how various governments and organizations tried to put the agreements into practice (UNCRC,1989) Pakistani children are abused physically, psychologically, and sexually. In 2005, there were encouraging developments as the negative impacts of child sexual abuse and physical punishment were becoming more widely acknowledged. The federal government has passed legislation protecting children and trained police. However, there is still a great deal of acceptance of child marriage, underreporting of child sexual assault, denial of infanticide, and cooperation with child prostitution.

Article 28(2) of the 1989 Convention on the Rights of the Child mandates that education be given in a courteous way. According to Legal Services, n.d., Article 29 specifies that education's goal is to help children develop their personalities, skills, and capacities. According to Yamasaki (2002, p. 211), it should be a top priority to guarantee that every kid has access to a basic education. Human rights, which include freedom of expression, education, religious teaching, educational equality, and topic choice, are seen to be extremely important for children. According to Cynthia and Megan (2008, p. 10), instruction is the main objective of our educational system. Reaching this objective also requires removing barriers to education.

Unalienable ethical claims that apply to everyone equally, regardless of race, status, or social group, are known as human rights. They are the prerequisites for respecting the life and dignity of humans. No matter a person's nationality, ethnicity, language, gender, citizenship status, or ability, human rights provide equal rights to all persons. No matter the social structure, a person's color, religion, or place of residence, these rights are based on the ideals of fairness and equality (Donnelly,2013;Shestack,2017).

Civic education and participative approaches can foster the natural feeling of justice and self-worth that humans possess (Dover, 2013).People's susceptibility to different cultural ideals in adulthood can be increased by engaging them while they are younger rather than when they are adults (Plieninger, Dijks, Oteros-Rozas, & Beiling, 2013).

According to the UNCRC, children have human rights. Children's rights must also be upheld in the school environment in addition to the home. Teachers must therefore put children's rights first and go above and beyond to see that all academic standards are fulfilled. To protect children's rights, it is imperative to look at secondary school teachers' attitudes, knowledge, and behavior regarding child rights. The primary issue that requires the immediate attention of all stakeholders, particularly teachers, is the practical implementation of child rights policies in schools. A serious policy debate is measuring teachers' sensitivity to their knowledge, attitudes, and practices when working with young children in schools.

Recent reports indicate that, despite its Islamic roots, child abuse is not only a common occurrence in Pakistan but is also on the rise. Nevertheless, because the issue is taboo in society and culture and there is a false perception that it doesn't exist, the problem is rarely addressed. From the perspective of children's rights, all of the issues surrounding juvenile justice in Pakistan are many, frequently complicated, and pressing. Adopted in 2000, the Juvenile Justice System Ordinance addresses minors who have run afoul of the law. In Pakistan, child labor takes several forms. Over 10 million children are thought to be used as workers in Pakistan.

Pakistan's child education system is in appalling shape. Children are forced to leave school due to deficiencies in the education system, including inadequate facilities, subpar instruction, a shortage of trained instructors, teacher absenteeism, physical and verbal abuse, severe rules, and a shortage of instructional resources. Since 2004, corporal punishment has been outlawed in Sindh's government schools. Physical violence, the government, and private schools persist despite all of these efforts, and institutions have not been able to significantly alter the practice by outlawing it. The fundamental causes of this dire scenario are the persons in charge of affairs' misguided policies and agendas, as well as their lack of vision. Every kid has the right to grow up free from all forms of violence, including physical and verbal abuse as well as cruel and dehumanizing punishment. Understanding, embracing, and upholding children's rights will help progressively eradicate all types of child abuse as well as it from all institutions.

According to the UNCRC, children have human rights. Children's rights must also be upheld in the school environment in addition to the home. Teachers must therefore put children's rights first and go above and beyond to see that all academic standards are fulfilled. In order to protect children's rights, it is imperative to look at secondary school teachers' attitudes, understanding, and practices respecting child rights. The practical implementation of child rights policies in schools is the main issue that needs the immediate attention of all stakeholders, especially teachers. Measuring teachers' sensitivity to their knowledge, attitudes, and practices when working with young children in schools is a contentious policy issue (CRC,2006).

Every child has a distinct personality in terms of human dignity and respect, regardless of their gender or age. All decisions and actions must involve children as well. Youngsters need to be heard and their opinions respected (CRIN, 2007). Protecting children from abuse, neglect, maltreatment, and violence is known as child protection. A number of phrases, such as "abusive" and "ill-treatment of children" or "vehemence," are used interchangeably in society to describe various forms of abuse, including emotional, spiritual, physical, and sexual. The primary goals of child protection are to give the victimized segment of society a place to live and a safeguard against the aforementioned forms of abuse, as well as to uphold human dignity in all contexts regardless of race, society, department, or level of private or public authority as a result of negligence or on purpose. In instance, Article 19 of the CRC has already established a variety of safeguards to guarantee that children are shielded from the abuse, violence, and neglect mentioned above (Richardson, Lead,& Wilson, 2017). Numerous studies have been undertaken worldwide on the protection of children's rights generally and in schools specifically (Yamasaki, 2002; Cynthia & Megan, 2008; Houwar, 2013; Ayodele, 2000; Vendiver, 2011; Abagi, 2003; Halford, Lawson, Sharp & Heap, 2004; Atonuje, 2011 etc.). Studies on children's rights have been generated in extremely little quantities in Pakistan (Sadaruddin, 2011; Iqbal, 2005; Saeed & Wain, 2011; Azam, Ibrahim & Bakhtiar, 2014). Since I am an SST with extensive knowledge of children's rights and am skilled in

protecting and assisting them, I conducted this study out of personal interest. For this reason, the researcher examined all facets of children's rights.

Statement of Problem

The primary resource in our educational system is the child. Despite this, parents still have a duty to protect their children's rights at home. In this regard, their awareness is greatly needed. Head teachers and teachers bear primary responsibility for safeguarding children's rights in schools. The government is in charge, and a lot of law has been passed on its behalf. The government has outlawed violence and punishment. Numerous NGOs have made a substantial contribution to raising awareness of children's rights. There have been determined attempts to refute the traditional views of head teachers and dispel their complacency in protecting the rights of children. It is crucial for a child's physical, intellectual, and emotional growth to put education first. Ensuring that every child's rights are fulfilled may play a major role in helping them develop into strong, confident adults; a school's safe and nurturing learning environment can work wonders. Although defending children's rights at home is important, this study's main focus is on schools as centers of learning. Considering how crucial it is to defend children's rights in schools, the current study investigated "A study of the protection of child rights in public and private school.

Objective of the study

1. To examine the awareness of child rights protection regarding the opinion ofpublic and private secondary school teachers in district Bhakar.
2. To examine the impact of current practices regarding protection of child rights inpublic and private schools at secondary level at Bhakar.
3. To compare the difference between the opinion of public and private secondaryschool teachers regarding the protection of child rights.

Research Questions

1. What is the level of awareness of child rights protection regarding the opinion of publicand private secondary school teachers in district Bhakar?
2. What is the impact of current practices regarding protection of child rights in public and private schools at secondary level at Bhakar?
3. What is the difference between the opinion of public and private secondary schoolteachers regarding the protection of child rights?

Significance of the Study

All people under the age of eighteen have an inherent entitlement to fundamental freedoms known as child rights. All children have this right, regardless of their origins, ethnicity, color, parents or guardians, creed, or gender. Youngsters are full of optimism and innocence. The current study can be helpful in identifying the targeted areas that the government and institutions can change to prevent breaches of children's rights and provide a more favorable learning environment for kids. Additionally, it supplied the information required by the FDE setup and policy makers to create a methodical process for institutional reforms and plan financial allocations for enhancing the physical environments of the institutions in order to raise them in accordance with the UNICEF-determined "Minimum Standards of Education." Large buildings, parks, libraries, and labs are features of public schools; many private schools do not have these amenities. In any event, many people have access to higher positions at tuition-charging universities. Given the differences in child privilege security between public and tuition-based schools in Pakistan and the fact that children's freedoms vary widely over the world, a separate study

has to be published in the twenty-first century. This review affected those who were aware of the differences between public and private school policies regarding the rights of students attending lower education levels. The researcher gained some knowledge on children's rights and teacher behavior from this investigation. It helped us understand more about the protection of children's rights as well.

Literature Review

2.1 Child

According to the Convention on the Rights of the Child, a child is any person under the age of eighteen, although state legislation may set a lower age or stricter limits to ensure that children's rights are protected. Countries are being urged by the Committee on the Rights of the Child to reduce their minimum age standards. The Children's Right Commission defines a child as "any person or human who has not attained the age of eighteen" (UNCRC, 1989). Anybody under the age of eighteen is considered a "kid" under the 2017 Government of Pakistan National Commission on the Rights of Child Act.

2.2 Rights

A contract or treaty is made by the parties that are holding onto their rights. The legitimate owner is another name for this individual. A contract that commits parties to upholding rights-related duties and responsibilities can likewise be interpreted as a right (Protection Child Rights, n.d.).

2.3 Concepts of child rights

Rights are friendly, legal, or moral guidelines for opportunity, according to Burnett (2007). On the other hand, rights are fundamental concepts that define what people are allowed to do in accordance with particular social norms or legal frameworks. Elvin (1977) asserts that the basis for an individual, a group, or an entire community to claim their rights ina society is a set of rights. It provides areas of support for an honest conviction that has to justify the reason that optimum prosperity may not be possible even when well understood and pursued. The inference from the aforementioned definitions is that rights are social notions that we discuss in social interactions. The UNICEF Convention on the Rights of Children (2001) is the first internationally recognized legal agreement that addresses a wide range of cultural, economic, civil, political, social, and human rights. International leaders concluded in 1989 that children (those under 18) should have their own set of regulations since they require more protection and care than adults. Numerous rights are protected by the convention on child rights, such as the right to life, the right to maximal development, the freedom from harm, negative influences, and exploitation, and the ability to take fully in family, community, and cultural life. The details of this provision are also stated (UNICEF, 2001).

Akiri (2003) asserts that it is critical to uphold students' rights in the classroom. Uje (2011) presented a similar perspective on the rights of students. He continued by saying that persons who attend schools are protected by their rights as students. There are differing degrees of legally guaranteed or customarily agreed rights for students in different parts of the world. While many authors have given different definitions of kid rights, generally speaking, rights are described as rules or ideas that specify what appropriate behavior is or what an individual might demand on behalf of society.

2.4 Child rights movements

It is a movement from history. It has undergone several stages in numerous places around the globe. It went up in some places and down in others. The basic text for all norms is the Universal Declaration of Human Rights. A plethora of historical and contemporary papers discuss the rights of children. The 1923 "declaration of the rights of the child" by Eglantyne Jebb is the most significant document to date." According to Joseph (1991), the League of Nations is said to have adopted the identical paper the next year. The most significant document that covers all rights is the Convention on the Rights of the Child. It covered social and physical rights. Economic and political rights were also emphasized. It was taken by UNO collectively on November 20, 1989. This treaty was warmly welcomed by all national governments (Searle, Barry, & Jempson, 2005). 54 Articles of the treaty created rights. Conventional law addressed every aspect of civil services, legal affairs, healthcare, education, security, and social services. A person is considered a kid if they are younger than eighteen. The treaty outlines children's rights to the fullest potential development and a world devoid of prejudice, exploitation, and neglect, according to Hafeez and Shujaat (2007). When the concept of a child's right was first recognized, it was heavily promoted. The plan for public activities was developed by the government of Pakistan. It was created to address concerns related to the rights of children. Topics addressed included prostitution, child labor, maltreatment, education, the health and life expectancy of young people, and more. A law protecting children was approved in 2006. This policy set the groundwork for preventing and protecting children from abuse. It laid the groundwork for kids to become well. The campaign for children's rights is not new. Still, 1923 was when the first draft was written. It went through several changes before assuming its final form. On November 12, 1990, Pakistan gave its approval to the accord. Every topic pertaining to children was covered.

2.5 The status of Pakistani children regarding child right

Qandeel (2015) claims that when viewed through the views of the province governments, who are working very hard to increase child-friendliness, Pakistan today has two faces. The truth is that, in spite of their best efforts, many children in the country still live in appalling conditions. Every province and region in Pakistan has unique problems, opportunities, and difficulties. It is possible to model good child rights policies from certain regions and locales. The 2010 approval of the 18th (eighteenth) constitutional amendment led to a number of changes being made to the text. Since that amendment was adopted, the child rights system has been duly established and is functioning at the local and regional levels. It is a very good development that provinces have implemented numerous legal and regulatory adjustments to protect and maintain children's rights. In order for Pakistan's legal system to be in compliance with the UN convention on the rights of children, a sincere effort must be made to implement present policies and regulations. It has come to light recently that professionals who work with children are not reaching their full potential. Law enforcement agencies often impede the implementation process by underfunding projects. The situation can be much improved if sincerely attempted. According to the 2009 Pakistan Civil Society Alternative Report, Pakistan has made great strides toward upholding children's rights over the past 20 years. Pakistan's government makes pledges. Signing the optional UNCRC protocols, the ILO Conventions 182 and 138, the United Nations Convention on the Rights of the Child, and the Millennium Development Goals are a few examples. A significant amount of extra work has been completed. The Impoverished and Neglected Children Act was approved by Punjab

in 2004. The 2000 Adolescent Equity Framework Mandate has been updated. Legislative attempts to enact mandatory primary education have been made, and the list of hazardous and forbidden professions has been updated. With the exception of northern Azad Jammu & Kashmir and Baluchistan, all provinces have ratified this law. There is still application of this law. Both the bill and the kid protection policy are currently under development. Although efforts to pass laws and create policies have been justified, they seem insufficient and useless in front of the massive task at hand. It is considerably more difficult to implement these rules and programs, and results cannot be achieved without a necessity for improvement in the situation. Pakistan is home to almost 70 million youngsters. The atmosphere in which most of them grow up is problematic when the whole picture is considered. Many children are deprived of their essential rights to food, healthcare, education, and protection from exploitation, abuse, and neglect. The issue has gotten worse due to the present condition of affairs, which includes economic challenges and security dangers. It's clear that old issues are coming up again and that previous successes are disappearing. These days, children are the victims of violence. Madrassas are training them for mentally cruel workouts in which they are required to self-bomb till they die. Certain settlements have become war zones, forcing many individuals to leave. The educational systems in conflict-affected areas have completely crumbled. The kids are affected by this. The rights of girls are being infringed, and their independence is being jeopardized, which makes this scenario concerning. (The Alternative Report of Pakistani Civil Society, 2009).

Children are the core of the educational system and cannot be compared to any other asset, claims Yamasaki (2002). As a result, society has a duty to give each kid the unique careand attention required to get them ready for life's challenges in the future. Sadruddin (2011) asserts that Pakistan's social milieu is equally susceptible to violations of human rights as any other developing country. The educational setting, where such transgressions are perceived asordinary and commonplace, has also been impacted by this. According to Kiblawi, Pakistan needs to focus on educational reforms because it is a developing nation and education is widely regarded as a crucial factor in both economic and social progress. Because these institutions hold the majority of student enrollment, Pakistan's government must upgrade them in accordance with UNICEF's "Minimum Standards of Education*" (2010). According to a survey conducted by "the Islamabad Capital Territory (ICT) administration" and "the Federal Directorate of Education (FDE)," the educational establishments in the FDE Islamabad lack furniture, technology, drinking water, toilets, and transportation (Abbasi, 2015). Not only does this go against UNICEF's minimum educational setup standards, but it also has negative effects on students' performance.

Pakistani children are particularly susceptible and frequently subjected to physical and corporal punishment (Gulrez, 2005), which calls for quick response. Following the lead of nations like France, Norway, Australia, and Poland, it is imperative that the practice of mistreatment and the supply of infrastructure facilities in Pakistani government institutions be outlawed (Larzelere, 1999). While many national and international education experts have denounced this practice, Naz, Khan, Daraz, Hussain, and Khan (2011) state that the most significant factor in Pakistan that has had a negative impact on students' academic performance and psychological development has been the overuse of corporal punishment. The Pakistani government has planned to take legal action to solve this issue by improving the status of these

institutions through legislative measures and financial allocation reforms, but the results have proven ineffectual in practice thus far. Therefore, it becomes even more important for the research to identify the areas that need greater attention so that the government can act right away.

2.6 The Goals of the Millennium Development and Pakistan's Progress towards Them

September 2000 saw the UN approve the Millennium Development Goals. It received the approval of all 189 UN members nations. The Millennium Declaration contains the Millennium Development Goals, which are essentially promises to improve humanity in the coming century. There were eight listed Millennium Development Goals, each with accompanying targets and indicators. The declaration's opening sentence highlights how crucial it is to prioritize child welfare. The following are the objectives:

i. The eradication of acute poverty and hunger.
ii. The achievement of universal primary education.
iii. The promotion of gender equality and the empowerment of women.
iv. The death rate among children dropped.
v. The state of motherhood improved.
vi. Malaria and HIV/AIDS were disputed diseases.
vii. The sustainability of the environment was guaranteed.
viii. A worldwide alliance was created for the purpose of development.(2009, Ravinder)

All 191 members of the UN made a commitment to achieving the aforementioned objectives up until the year 2015. Pakistan joined the CRC and adopted the MDGs, however its progress toward these objectives has been extremely poor. Although Pakistan approved the Convention on the Rights of the Child (CRC) two decades prior, the UN Committee on the Rights of the Child received the fifth period report for its implementation in 2014. Report was turned in one year later than expected. The report illustrates Pakistan's shortcomings and obstacles in the area of child safety. It also details a dismal history of poor execution and delayed reporting.

Despite the fact that 2014 marked the 25th anniversary of the CRC, UNICEF deemed it to be a "devastating" year for children's rights. The United Nations reported that fifteen million children worldwide were involved in various forms of armed warfare. Pakistan was one of the nations where thousands of young lives and prospects were lost due to its protracted strife. Reporting on the development of child rights over the previous 25 years, UNICEF stated that although these conventions have made the world a better place for children to live, millions of children still cannot take advantage of these benefits. Children who are disabled, come from underprivileged backgrounds, live in rural areas, or are members of religious minorities are especially denied assistance. The lack of political stability and low socioeconomic level in Pakistan prevented Pakistani children from receiving the majority of the advantages from this widely recognized tool (State of Human Rights, 2014). The United Nations established the Millennium Development Goals in September 2000. 189 UN members at the time endorsed the Millennium Development Goals. Two decades ago, Pakistan agreed to the Millennium Development Goals. Although sufficient law was completed in this area in 2014, Pakistani children were still denied many of these rights for various reasons.

2.7 Pakistan's Policy on Child Protection

Basic questions pertaining to children's rights were the subject of national child protection policy. They include defense against prejudice, disregard, mistreatment, and exploitation. It also emphasizes dealing with such problems as they emerge. Its main goal is to provide children with a safe haven free from all forms of exploitation and abuse, along with a stable family life. When they receive assistance and backing from laws, rules, and regulations; when they are promptly and appropriately reacted to in the event that they become victims of abuse or violence; and when they receive help from relief, rescue, and rehabilitation agencies. Two-year-old sons are prioritized in the national child protection policy draft.

- Enacting legislation and rules for:

i. What constitutes a child
ii. Outlining the definitions and consequences of sexual exploitation and abuse
iii. Raising the legal age of criminal responsibility from seven to twelve years of age

- Defining and describing the implications of internal child trafficking
- Domestic child elimination

Establishing policies and laws for social welfare for children from low-income families, child protective services, "kafala" of orphans, etc. (Pakistan's Ministry of Social Welfare and Special Education, Government of Pakistan, 2007) The goal of Pakistan's child protection policy is to safeguard children from all types of abuse and exploitation.

2.8 Pakistan's Obligations Under International and National Child Rights Laws

Pakistan has committed extensively to enhance development and child protection both domestically and internationally. The Article 25 Constitution states unequivocally that the state must make particular arrangements to safeguard women and children. Provinces have not yet taken action to harmonize domestic laws with ILO articles 138, which deals with the legal age for employment, and 182, which describes the worst kinds of labor. It has not yet been decided which sources would be sufficient to carry out all of these promises. Convention 189 of the ILO, which addresses the protection of domestic workers' rights, is now awaiting ratification (Save the children, 2003). According to Article 25-A of the Pakistani constitution, the government is required to offer free compulsory education to all children between the ages of five and sixteen. This is moving extremely slowly forward. All Pakistani provinces now have laws requiring elementary education, however budgetary allocations and policy implementations do not follow these legal rights. Pakistan's constitution places a strong emphasis on the protection of women and children. Numerous articles, including 35, 37 (a), and 38 (d), guaranteed children's access to food, health, a vibrant childhood, and housing. The Pakistani constitution's Articles 25-A, 35, 37 (a), and 38 (d) expressly guarantee the protection of children's rights.

2016's School Management Manual: A Comprehensive Toolkit on Policies, Procedures, and Guidelines "is an important text that deals with children's rights in schools. It outlines the rights of school-age children. In chapter 11, the rights that must be respected in schools are outlined. Chapter 11 of this handbook is based on the UN Convention on the Rights of the Child. It lists each of those rights along with the steps that schools need to take to protect them.

2.9 Children's Rights Concerning Schools

The following basic requirements must be met by a school, even in times of disaster, according to the Chronic Crises and Early Reconstruction, SPHERE, and Interagency Network for Education in Emergencies (INEE) initiatives:

1. Land mines, glass, and sharp items are not allowed in schools as they should be.
2. The school and residence should be able to be reached on foot.
3. An area needs to open a lot of little schools rather than just a few major ones.
4. To prevent theft or security breaches, school doors and roofs need to be secured.
5. Every school's trinity for staff members, both male and female, as well as for girls and boys, ought to be constructed in a secured, segregated, and extremely safe way.

To reduce the amount of sexual harassment cases, they must be available on school property. Additionally required are managed specific facilities for students with impairments.

1. There should be enough taps and clean drinking water available in schools. Schools must also have access to clean water for other purposes so that pupils won't have to walk far to get it.
2. Boundary walls and fences are necessary in schools to prevent mishaps and the admission of unrelated people.
3. Schools need to have fully functional first aid kits on hand in case of emergencies.
4. Proper lighting arrangements are required in schools, particularly in boarding institutions.
5. Child abuse and exploitation issues need to be covered in schools.
6. All staff members should be instructed to see child abuse as a grave matter that may have enduring effects on the victim and the community.
7. Staff members who are not instructors should investigate the underlying reasons of any form of violence in schools. Staff workers and parents should come up with ideas to reduce this kind of violence.
8. Adopting constructive tactics is necessary to keep school discipline in place.
9. According to the Convention on the Rights of the Child, physical punishment ought to be totally prohibited. Teachers must develop the tactics and skills necessary to maintain order and conduct their classes in a constructive manner. Teachers need to be taught in participation tactics and the cooperative approach in order to facilitate a child's whole growth.

Teachers require help and support in order to incorporate all of the previously discussed concepts into their lessons.(UNHCR, 2007)

The INEE and SPERE projects provide a precise description of the minimum requirements of child rights connected to education, stating that even in the worst-case scenario, schools must uphold certain criteria.

2.10 UNICEF's Basic Elements of Child-Friendly Schools

According to the Child Right Education Toolkit (2014), child-friendly schools, or CFSs, strive to improve children as entire beings and encourage respect for human rights, participation, and instruction that is relevant to the curriculum. The main characteristics of CFS include:

2.10.1 Child Centeredness

A child-centered educational approach; b) work for the benefit of the whole child; c) a child-friendly design, location, and architecture; d) a child-friendly learning environment with facilities for nutrition, washing, deforming, first aid, and

vaccinations; and e) gender-sensitive furniture, other equipment, and restrooms e) Gender-sensitive, life skills-based curriculum that support conflict resolution and peace education; compensate for drawbacks and concerns based on these ideas.

2.10.2 Inclusiveness

It has to do with creating a welcoming and inclusive learning environment for kids with disabilities, kids from diverse ethnic backgrounds, and boys and girls alike. b) Equity, which has to do with educational quality, accessibility, and possibilities for participation in the design of curricula, the building of schools, and the administration of educational institutions; curriculum that encourages the development of peace, deters conflict, and is inclusive of students with disabilities and boys and girls from minority groups; gender-sensitive and nondiscriminatory environments; challenging any norms that contradict sustainability, safety, human rights, and protection.

2.11 UNICEF's Fact Sheet and Toolkit on School-Related Children's Rights

2.11.1 Freedom of Expression

UN Convention 12 stipulates unequivocally that every kid has the right to free speech and the right to be heard, according to Lansdowne (2011). It means that all governments and policymakers have an obligation to support and provide any and all measures that allow a youngster to express themselves freely. The same rights have to be extended to disabled children who reside with minorities. In order to facilitate the expression, these groups require assistance in expressing their mode. Children must have an equal voice in the legislative, executive, and other decision-making processes, according to Article 12. There are several advantages to freedom of expression, including improved decision-making, increased levels of democratic participation, and personal growth. Bellamy says that children's ideas and views may help them better comprehend adults (2003). Children's engagement in their immediate contexts—their families, schools, and communities—is encouraged by CRE. It makes this kind of participation easier as well. It requires that their choices and opinions be valued and given consideration. Children who participate in CRE may behave correctly and learn about broader contexts, such as the natural and global world. The 2014 Toolkit for Child Rights Education.

The Convention on the Rights of the Child, under Article 13, outlines a child's basic right to get and impart information. However, they may only make use of this right if doing so won't harm them or anybody else. Children need to understand that it is everyone's duty to respect the right to free expression. This advantage allows a child to choose the medium of expression that he prefers. It might be speaking, writing, or drawing.

UNCRC (1989) said that a child's viewpoints should be recognized and given weight, taking into account their age and level of maturity. A youngster may contribute to a conversation and should be taken into consideration, although the level of involvement varies within and between communities.

2.11.2 Individual Attention

Individual attention is a crucial component of quality education, as is always mentioned. The child-friendly approach places emphasis on treating each kid as an individual, taking into account their unique learning style and limitations. Iqbal (2006) also noted that private school teachers provide each pupil individualized attention after his research. Kennedy (2017) provides more support for this claim, stating that private

schools offer children more individualized attention than public schools ("Private versus Public Schools," n.d.).

2.11.3 Safe Food and Water

The expectations for access to clean water differ throughout nations. It relies on the kinds of cooking facilities, cleanliness, and water. One hand washing station for every 50–100 pupils and one shower for every 20 students are the ideal numbers for schools. There must be a safe water supply on school grounds. Water must be acquired from subsurface or municipal sources. There has to be 15–30 liters of water accessible every pupil each day. In boarding institutions, 90–140 liters per student per day are necessary. If ideal standards are unachievable, then the minimum tolerable level must be ensured. To satisfy basic physiological demands, each student at school needs at least two liters of water every day. It is necessary to eliminate pathogens (disease) from water by boiling it or applying safe disinfectants.

2.11.4 Clean and protective learning environment

The physical environment, the aesthetic environment, the school culture, and the psychological climate all make up the total school environment, according to the State of Maine (2002). Homerooms, buildings, a jungle gym and its furnishings, labs, instructional materials, hardware, teacher conferences, and other elements of the school environment were all mentioned by Nwangwu (1990). According to Booth and Okely (2005), the school environment consists of both regulations (such the physical environment and set apart time for health) and actions. According to Zais (2011), a school's "school environment" refers to how much it helps its students with their academic, physical, and emotional health. The "academic environment," "physical health supports," "mental health support," and "adequacy and fairness of procedures" are some examples of the school environment.

Schools across the world often have unsuitable conditions for learning. Many children throughout the world lack access to basic child rights such as clean water to drink, health, playtime, better teachers, rooms, and educational resources. When the school climate is undesirable, unstable, or unsuitable, students' performance decreases. According to Aggarwal (1995), a lack of proper psychiatric treatment in many schools would have prevented pupils with emotional problems from ever being able to overcome their challenges. Mirza and Hameed (1996) assert that schools are the focal point of education. A youngster is entirely reliant on the staff and facilities at school. Student performance is suffering as a result of many schools' inappropriate classroom settings. Numerous factors combine to create these types of situations. Salfi and Saeed (2007) found that positive school cultures outperformed ordinary or below-average ones, as did schools with better amenities and learning environments. School atmosphere is influenced by emotional elements such as student pleasure, social connections, control, sovereignty, and supervision (Yung and Fung, 2005). Qureshi (2002) claims that there are insufficient instructional aids and resources in many Pakistani schools. Effective teaching is challenging for teachers under these circumstances. Even basic supplies like books and boards are lacking in some classrooms. Some schools have a library, some have genuine classrooms, and playgrounds. Setting up more widespread open doors and suitable learning environments presents significant hurdles for educators in such situations. Hussain (2001) declared that teachers fail to create meaningful learning environments when they lack official offices and are under pressure to finish their schedules on time. Ensuring the safety and security of the learning environment for children is vital to provide them with proper protection. A student's existence is significantly impacted by their school

and teachers. They have an impact on the attitudes and behaviors of students. The primary cause of violence in networks may be attributed to hazardous learning environments. (UN, 2010).

Methodology

3.1 Research Design:

The research design refers to the overall strategy that you choose to integrate the different components of the study in a coherent and logical way, thereby, ensuring you was effectively address the research problem; it constitutes the blue print for the collection, measurement, and analysis of data. The study was descriptive in nature used quantitative method.

3.2 Population of the study:

All of the secondary school teachers in district Bhakkar, both private and public, made up the population. According to LR Gay formula public secondary school teachers is 97 and private secondary school teachers is 250.

Public secondary SST School teachers	Private secondary school 10th grade teachers
Total=194	Total=500

3.3 Sample of the study:

A sample is a collection of individuals, things, or things taken for measurement from a broader population in terms of research. To guarantee that we can extrapolate the research sample's findings to the entire population, the sample needs to be representative of the population. According to LR Gay formula 97 public secondary school teachers and 250 private secondary school teachers was sample of the study.

Sample drawing criteria by LR.Gay

Sr No	Size of population	Sample of size
1	Less than 100	Entire Population
2	Approximately 500	50% (250)
3	Approximately 1500	20% (300)
4	Greater then 2000	10% (200)

3.4 Sampling Technique:

Sampling is a technique of selecting individual members or a subset of the population to make statistical inferences from them and estimate the characteristics of the whole population. Schools were chosen using a convenient sample approach, and respondents were chosen using a simple random sampling technique.

L.R.Gay

Size of population	Sample size
Public secondary SST schoolteachers= 194	97
Private secondary school10thgrade teachers=500	250

3.5 Research Instrument:

Any tool that you may use to gather, measure, and evaluate data that is pertinent to your study topic is referred to as a research instrument. A research tool may be in the form of a checklist, questionnaires, surveys, interviews, or easy tests. The data was measured by the researcher using a three-point Likert scale.

3.6 Validity of Research Instrument:

The degree to which a research instrument measures what it is intended to measure is referred to as its validity (Robson, 2011). It is the extent to which the outcomes are accurate. Thus, a research tool (questionnaire) is needed in order to accurately evaluate the topics being studied (Pallant 2011). Content validity was used to check the validity. Reliability refers to the extent that the instrument yields the same results over multiple trials. Questionnaire validate and reliable through advisor, senior educational experts, M.phil scholars and Phd Scholars.

3.7 Reiability of Research Instrument:

When a standardized test's reliability falls between 0.70 and 0.80, it is considered to have acceptable dependability. Furthermore, validation determines whether the deductions and conclusions drawn from the questionnaire's answers are legitimate. A questionnaire's dependability can be used to evaluate the caliber of the measuring process that was employed to get the results. A trustworthy measuring process is a prerequisite for validating a result. Select a measurement as you look over the study's design. Questionnaires are one of the methods used to measure the imaginary variable called construct.

3.8 Pilot testing of the Instrument:

A pilot study was conducted to gauge the respondents' comfort and comprehension levels with the data gathering instrument. In this regard, 35 respondents—a portion of the target population—were chosen, and they were given the questionnaire. The degree to which the statements in the questionnaire are easily understood by the respondents was ascertained from the responses. A few of the highlighted statements were rephrased if it was thought necessary, and the data collection tool was then formally administered for data collection. It is crucial to note that the teachers who were chosen for the instrument's pilot testing were not involved in the process of gathering data.

3.9 Data Analysis:

In data analysis mean and percentage was used for descriptive analysis, whereas t-statistics was used for significant difference of private and public responses.

Table 4.1: Percentage of Awareness

Statements	OPTIONS		
	Yes	**To some extent**	**No**
The teachers are aware about different child rights.	84%	8%	8%
The students can easily communicate to their teacher while violating child right.	78%	10%	10%
Teachers are well aware about the legal aspect corporal of punishment.	78.8 %	13.2%	8%
Students don't know about legal consequences of their abuse.	77.6 %	16%	6.4%
School provides proper learning environments to students.	88%	6%	6%
Parent teacher conferences protect child rights.	74.4 %	16.6%	8%
Educated parents fulfill their child educational needs.	88%	10%	2%

The above percentage table indicates that 84% respondents agree with the teachers are aware about different child rights, 78% agree with students can easily communicate to their teacher while violating child right, 78.8% agree with Teachers are well aware about the legal aspect corporal of punishment, 77.6% agree with Students don't know about legal consequences of their abuse, 88% agree with School provide proper learning environments to students, 74.4% agree with Parent teacher conferences protect child rights, 88% agree with Educated parents fulfill their child educational needs.

Table 4.2: Percentage of Child Rights Practice

Statements	OPTIONS		
	Yes	**To some extent**	**No**
In our school corporal punishment is common which is against child rights.	70.4 %	19.6%	10%
Students are allowed to discuss their rights in the school.	81.2 %	12%	6.8%
Students are allowed freely to use washroom without pass or permission.	76.4 %	17.6%	6%
The first aid box is commonly use for the treatment of children.	86%	8%	6%
Students are allowed to raise objection when the teacher violate their rights.	88.8 %	7.2%	4%
During classroom the children are not allowed to overcome their learning deficiencies.	77.2 %	10.8%	12%

Students are not allowed to talk about misconduct of their teacher to principal.	74.8 %	17.2%	8%
Students are given proper instruction about child rights in the classroom.	79.6 %	12.4%	8%
Teachers and students are given proper training to handle the situation during emergency.	71.6 %	16.4%	12%
Teachers give freedom to their students, then student share their issues easily	64.4 %	28%	7.6%

The above percentage table indicates that 70.4% respondents agree with In our school corporal punishment is common which is against child rights, 81.2% agree with Students are allowed to discuss their rights in the school, 76.4% agree with Students are allowed freely to use washroom without pass or permission, 86% agree with first aid box is commonly use for the treatment of children, 88.8% agree with Students are allowed to raise objection when the teacher violate their rights, 77.2% agree with During classroom the children are not allowed to overcome their learning deficiencies, 74.8% agree with Students are not allowed to talk about misconduct of their teacher to principal, 79.6% agree with Students are given proper instruction about child rights in the classroom , 71.6% agree with Teachers and students are given proper training to handle the situation during emergency, 64.4% agree with Teachers give freedom to their students, then student share their issues easily.

Table# 4.3 Percentage of Child Abuse

Statements	**OPTIONS**		
	Yes	**To some extent**	**No**
Children abuse is overshadowed due to fear of their teacher.	60.4 %	36%	3.6%
The students are not aware about good and bad touch.	78.4 %	20%	1.6%
There is no punishment given to the teachers due to child abuse.	72.4 %	19.6%	8%
When reported to the school principal about abuse among the children, he is unaware about legislation.	70.4 %	21.6%	8%
Harmful of child abuse are not commonly discussed by the teacher.	59.2 %	32.8%	8%
Teaching of the religion about child abuse is not well known.	74.8 %	21.2%	4%

The above percentage table indicates that 60.4% respondents agree with Children abuse is overshadowed due to fear of their teacher, 78.4% agree with students are not aware about good and bad touch, 72.4% agree with there is no punishment given to the

teachers due to child abuse, 70.4% agree with when reported to the school principal about abuse among the children, he is unaware about legislation, 59.2% agree with Harmful of child abuse are not commonly discussed by the teacher, 74.8% agree with Teaching of the religion about child abuse is not well known.

Table# 4.4 Percentage of Marks and Evaluation

Statements	OPTIONS		
	Yes	To some extent	No
Students are not shown their answer sheet on which marks are awarded.	61.2 %	26.8%	12%
Students are not allowed to oppose the marks given by the teachers.	80%	14.4%	5.6%
Threats are given to the students about the marks.	86.4 %	12%	1.6%
Corporal punishment is given to the students about the marks.	72%	20%	8%
Marks are used for child abuse.	79.2 %	12.8%	8%
Marks are used for creating fear and anxiety among students.	84.8 %	12%	3.2%
Family poorness effect child rights.	90%	8%	2%
Teachers support those students who belong to poor families.	84.4 %	13.6%	2%

The above percentage table indicates that 61.2% respondents agree with Students are not shown their answer sheet on which marks are awarded, 80% agree with Students are not allowed to oppose the marks given by the teachers, 86.4% agree with Threats are given to the students about the marks, 72% agree with Corporal punishment is given to the students about the marks, 79.2% agree with Marks are used for child abuse, 84.8% agree with Marks are used for creating fear and anxiety among students, 90% agree with Family poorness effect child rights, 84.4% agree with Teachers support those students who belong to poor families.

Table# 4.5 Percentage of Security

Statements	OPTIONS		
	Yes	To some extent	No
Students have their basic rights of survival, so proper security is given.	78%	14%	8%
Students are not allowed to go unit of the school without permission.	63.6 %	20.4%	16%

Students are given proper awareness about the agencies for their protection.	65.6 %	22.4%	12%
Awareness for safe reach to home and school is confirmed by school authenticity.	75.6 %	20.4%	4%
Measures are taken for proper protection of children from electric shocks.	67.6 %	24.4%	8%
Information communication with police is confirmed.	63.6 %	24.4%	12%
Teachers given instructions to their students regarding security measures.	77.2 %	10.8%	12%
Teachers given drill to students for facing emergency situation without panic.	83.2 %	10%	6.8%

The above percentage table indicates that 78% respondents agree with Students have their basic rights of survival, so proper security is given, 63.6% agree with Students are not allowed to go unit of the school without permission, 65.6% agree with Students are given proper awareness about the agencies for their protection, 75.6% agree with Awareness for safe reach to home and school is confirmed by school authenticity, 67.6% agree with Measures are taken for proper protection of children from electric shocks, 63.6% agree with Information communication with police is confirmed, 77.2% agree with Teachers given instructions to their students regarding security measures, 83.2% agree with Teachers given drill to students for facing emergency situation without panic.

Percentage Tables of Public secondary school teacher Questionnaire.

Table# 4.1 Percentage of Awareness

Statements	**OPTIONS**		
	Yes	**To some extent**	**No**
The teachers are aware about different child rights.	82.47 %	10.30 %	7.21%
The students can easily communicate to their teacher while violating child right.	77.31 %	10.30 %	12.37 %
Teachers are well aware about the legal aspect corporal of punishment.	87.62 %	10.30 %	2.06%
Students don't know about legal consequences of their abuse.	79.38 %	18.55 %	2.06%
School provide proper learning environments to students.	92.78 %	5.15%	2.06%
Parent teacher conferences protect child rights.	80.41 %	14.43 %	5.15%
Educated parents fulfill their child educational needs.	90.72 %	7.21%	2.06%

The above percentage table indicates that 82.47% respondents agree with teachers are aware about different child rights, 77.31% agree with students can easily communicate to their teacher while violating child right, 87.62% agree with **Teachers are well aware about the legal aspect corporal of punishment**, 79.38% agree with Students don't know about legal consequences of their abuse, 92.78% agree with School provide proper learning environments to students, 80.41% agree with Parent teacher conferences protect child rights, 90.72% agree with Educated parents fulfill their child educational needs.

Table# 4.2 Percentage of Child Rights Practice

Statements	OPTIONS		
	Yes	**To some extent**	**No**
In our school corporal punishment is common which is against child rights.	76.28 %	16.49 %	7.21%
Students are allowed to discuss their rights in the school.	85.56 %	10.30 %	4.12%
Students are allowed freely to use washroom without pass or permission.	84.53 %	12.37 %	3.09%
The first aid box is commonly use for the treatment of children.	92.78 %	0%	7.22%
Students are allowed to raise objection when the teacher violate their rights.	90.72 %	7.21%	2.06%
During classroom the children are not allowed to overcome their learning deficiencies.	87.62 %	10.30 %	2.06%
Students are not allowed to talk about misconduct of their teacher to principal.	83.50 %	12.37 %	4.12%
Students are given proper instruction about child rights in the classroom.	88.65 %	9.27%	2.06%
Teachers and students are given proper training to handle the situation during emergency.	80.41 %	14.43 %	5.15%
Teachers give freedom to their students, then student share their issues easily	67.01 %	30.92 %	2.06%

The above percentage table indicates that 76.28% respondents agree with In our school corporal punishment is common which is against child rights, 85.56% agree with Students are allowed to discuss their rights in the school, 84.53% agree with Students are allowed freely to use washroom without pass or permission, 92.78% agree with first aid box is commonly use for the treatment of children, 90.72% agree with Students are allowed to raise objection when the teacher violate their rights, 87.62% agree with During classroom the children are not allowed to overcome their learning deficiencies, 83.50% agree with Students are not allowed to talk about misconduct of their teacher to principal, 88.65% agree with Students are given proper instruction about child rights in the classroom

, 80.41% agree with Teachers and students are given proper training to handle the situation during emergency, 67.01% agree with Teachers give freedom to their students, then student share their issues easily.

Table# 4.3 Percentage of Child Abuse

Statements	OPTIONS		
	Yes	**To some extent**	**No**
Children abuse is overshadowed due to fear of their teacher.	62.88 %	32.98 %	4.12%
The students are not aware about good and bad touch.	91.75 %	6.18%	2.06%
There is no punishment given to the teachers due to child abuse.	76.28 %	15.46 %	8.24%
When reported to the school principal about abuse among the children, he is unaware about legislation.	87.62 %	12.37 %	0%
Harmful of child abuse are not commonly discussed by the teacher.	61.85 %	32.98 %	5.15%
Teaching of the religion about child abuse is not well known.	75.25 %	16.49 %	8.24%

The above percentage table indicates that 62.88% respondents agree with Children abuse is overshadowed due to fear of their teacher, 91.75% agree with The students are not aware about good and bad touch, 76.28% agree with There is no punishment given to the teachers due to child abuse, 87.62% agree with When reported to the school principal about abuse among the children, he is unaware about legislation, 61.85% agree with Harmful of child abuse are not commonly discussed by the teacher, 75.25% agree with Teaching of the religion about child abuse is not well known.

Table# 4.4 Percentage of Marks and Evaluation

Statements	OPTIONS		
	Yes	**To some extent**	**No**
Students are not shown their answer sheet on which marks are awarded.	68.04 %	26.80 %	5.15%
Students are not allowed to oppose the marks given by the teachers.	89.69 %	7.21%	3.09%
Threats are given to the students about the marks.	92.7 %	5.15%	2.06%
Corporal punishment are given to the students about the marks.	73.19 %	19.58 %	7.21%
Marks are used for child abuse.	82.47 %	15.46 %	2.06%

Marks are used for creating fear and anxiety among students.	85.56 %	12.37 %	2.06%
Family poorness effect child rights.	92.78 %	2.06%	5.15%
Teachers support those students who belong to poor families.	90.72 %	6.18%	3.09%

The above percentage table indicates that 68.04% respondents agree Students are not shown their answer sheet on which marks are awarded, 89.69% agree with Students are not allowed to oppose the marks given by the teachers, 92.7% agree with Threats are given to the students about the marks, 73.19% agree Corporal punishment are given to the students about the marks, 82.47% agree with Marks are used for child abuse, 85.56% agree with Marks are used for creating fear and anxiety among students, 92.78% agree with Family poorness effect child rights, 90.72% agree with Teachers support those students who belong to poor families.

Table# 4.5 Percentage of Security

Statements	**OPTIONS**		
	Yes	**To some extent**	**No**
Students have their basic rights of survival, so proper security is given.	85.56 %	10.30 %	4.12%
Students are not allowed to go unit of the school without permission.	77.31 %	15.46 %	7.21%
Students are given proper awareness about the agencies for their protection.	61.85 %	32.98 %	5.49%
Awareness for safe reach to home and school is confirmed by school authenticity.	76.28 %	16.49 %	7.21%
Measures are taken for proper protection of children from electric shocks.	71.13 %	25.77 %	3.09%
Information communication with police is confirmed.	68.04 %	24.74 %	7.21%
Teachers given instructions to their students regarding security measures.	60.82 %	31.95 %	7.21%
Teachers given drill to students for facing emergency situation without panic.	91.75 %	5.15%	3.09%

The above percentage table indicates that 85.56% respondents agree with Students have their basic rights of survival, so proper security is given, 77.31% agree with Students are not allowed to go unit of the school without permission, 61.85% agree with Students

are given proper awareness about the agencies for their protection, 76.28% agree with Awareness for safe reach to home and school is confirmed by school authenticity, 71.13% agree with Measures are taken for proper protection of children from electric shocks, 68.04% agree with Information communication with police is confirmed, 60.82% agree with Teachers given instructions to their students regarding security measures, 91.75% agree with Teachers given drill to students for facing emergency situation without panic.

Table4.1: The teachers are aware about different child rights

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	0.98	0.80	12.76	1.96	0
Public	97	1.11	0.78			

The above table private school teachers the mean value is 0.98 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is12.76 T-tabulated value is 1.96 and P-value is 0.

Table4.2: The students can easily communicate to their teacher while violating childright

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.09	1.19	3.2527	1.96	0.0023
Public	97	1.13	0.88			

The above table private school teacher the mean value is 1.09 and public school teacher the mean value is 1.13. The above table private and public teacher's T-calculated value is 3.2527 T-tabulated values is 1.96 and P-value is 0.0023.

Table4.3: Teachers are well aware about the legal aspect of corporal punishment

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.06	0.81	4.8824	1.96	0
Public	97	1.1	0.55			

The above table private school teacher the mean value is 1.06 and public school teacher the mean value is 1.1. The above table private and public teacher's T-calculated value is 4.8824 T-tabulated values is 1.96 and P-value is 0.

Table4.4: Students don't know about legal consequences of their abuse

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.04	0.74	1.4779	1.96	0.2789
Public	97	1.05	0.57			

The above table private school teacher the mean value is 1.04 and public school teacher the mean value is 1.05. The above table private and public teacher's T-calculated value is 1.4779 T-tabulated values is 1.96 and P-value is 0.2789.

Table4.5: School provide proper learning environments to students

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.81	0.75	24.493	1.96	0
Public	97	1.12	0.51			

The above table private school teachers the mean value is 2.81 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is24.493 T-tabulated value is 1.96 and P-value is 0.

Table4.6: Parent teacher conferences protect child rights

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.12	0.78	2.1751	1.96	0.0592
Public	97	1.1	0.71			

The above table private school teachers the mean value is 1.12 and public school teacher the mean value is 1.1. The above table private and public teacher's T-calculated value is 2.1751 T-tabulated value is 1.96 and P-value is 0.0592.

Table4.7: Educated parents fulfill their child educational needs

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.68	0.55	31.5245	1.96	0
Public	97	1.11	0.53			

The above table private school teachers the mean value is 2.68 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 31.5245 T-tabulated value is 1.96 and P-value is 0.

Table4.8: In our school corporal punishment is common which is against child rights

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.24	0.82	12.2577	1.96	0
Public	97	1.11	0.77			

The above table private school teachers the mean value is 1.24 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is12.2577 T-tabulated value is 1.96 and P-value is 0.

Table4.9: Students are allowed to discuss their rights in the school

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.01	0.77	10.2794	1.96	0
Public	97	1.10	0.67			

The above table private school teacher the mean value is 1.01 and public school teacher the mean value is 1.10. The above table private and public teacher's T-calculated value is10.2794 T-tabulated value is 1.96 and P-value is 0.

Table4.10: Students are allowed freely to use washroom without pass or permission

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.04	0.74	6.2466	1.96	0
Public	97	1.09	0.62			

The above table private school teacher the mean value is 1.04 and public school teacher the mean value is 1.09. The above table private and public teacher's T-calculated value is 6.2466 T-tabulated values is 1.96 and P-value is 0.

Table4.11: The first aid box is commonly use for the treatment of children

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.86	0.74	15.7213	1.96	0
Public	97	1.11	0.79			

The above table private school teachers the mean value is 2.86 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 15.7213 T-tabulated values is 1.96 and P-value is 0.

Table4.12: Students are allowed to raise objection when the teacher violate their rights

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.77	0.65	25.6944	1.96	0
Public	97	1.11	0.53			

The above table private school teachers the mean value is 2.77 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 25.6944 T-tabulated values is 1.96 and P-value is 0.

Table4.13: During classroom the children are not allowed to overcome their learning deficiencies

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.11	0.87	1.5307	1.96	0.2517
Public	97	1.1	0.55			

The above table private school teacher the mean value is 1.11 and public school teacher the mean value is 1.1. The above table private and public teacher's T-calculated value is 1.5307 T-tabulated values is 1.96 and P-value is 0.2517.

Table4.14: Students are not allowed to talk about misconduct of their teacher to principal

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.11	0.78	1.785	1.96	0.1485
Public	97	1.1	0.67			

The above table private school teacher the mean value is 1.11 and public school teacher the mean value is 1.1. The above table private and public teacher's T-calculated value is 1.785 T-tabulated values is 1.96 and P-value is 0.1485.

Table4.15: Students are given proper instruction about child rights in the classroom

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.04	0.79	6.9395	1.96	0
Public	97	1.10	0.55			

The above table private school teacher the mean value is 1.04 and public school teacher the mean value is 1.10. The above table private and public teacher's T-calculated value is 6.9395 T-tabulated values is 1.96 and P-value is 0.

Table4.16: Teachers and students are given proper training to handle the situation during emergency

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.25	0.86	15.3645	1.96	0
Public	97	1.1	0.72			

The above table private school teacher the mean value is 1.25 and public school teacher the mean value is 1.1. The above table private and public teacher's T-calculated value is 15.3645 T-tabulated values is 1.96 and P-value is 0.

Table4.17: Teachers give freedom to their students, then student share their issues easily

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.24	0.75	30.4929	1.96	0
Public	97	2.96	0.59			

The above table private school teacher the mean value is 1.24 and public school teacher the mean value is 2.96. The above table private and public teacher's T-calculated value is 30.4929 T-tabulated values is 1.96 and P-value is 0.

Table4.18: Children abuse is over shadowed due to fear of their teacher

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.95	0.63	5.6437	1.96	0
Public	97	1.03	0.66			

The above table private school teacher the mean value is 2.95 and public school teacher the mean value is 1.03. The above table private and public teacher's T-calculated value is 5.6437 T-tabulated values is 1.96 and P-value is 0.

Table4.19: The students are not aware about good and bad touch

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.55	3.08	12.0737	1.96	0
Public	97	1.12	0.53			

The above table private school teacher the mean value is 2.55 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is 12.0737 T-tabulated values is 1.96 and P-value is 0.

Table4.20: There is no punishment given to the teachers due to child abuse

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.15	2.99	1.1175	1.96	0.5275
Public	97	1.12	0.80			

The above table private school teacher the mean value is 1.15 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is 1.1175 T-tabulated values is 1.96 and P-value is 0.5275.

Table 4.21: When reported to the school principal about abuse among the children, he is unaware about legislation

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.18	2.96	4.8655	1.96	0
Public	97	1.07	0.38			

The above table private school teacher the mean value is 1.18 and public school teacher the mean value is 1.07. The above table private and public teacher's T-calculated value is 4.8655 T-tabulated values is 1.96 and P-value is 0.

Table 4.22: Harmful of child abuse are not commonly discussed by the teacher

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.34	0.74	30.1471	1.96	0
Public	97	1.06	0.69			

The above table private school teacher the mean value is 1.34 and public school teacher the mean value is 1.06. The above table private and public teacher's T-calculated value is 30.1471 T-tabulated values is 1.96 and P-value is 0.

Table4.23: Teaching of the religion about child abuse is not well known

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.91	0.65	15.488	1.96	0
Public	97	1.12	0.8			

The above table private school teachers the mean value is 2.91 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is 15.488 T-tabulated values is 1.96 and P-value is 0.

Table4.24: Students are not shown their answer sheet on which marks are awarded

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.52	0.81	46.1122	1.96	0
Public	97	1.07	0.70			

The above table private school teacher the mean value is 1.52 and public school teacher the mean value is 1.07. The above table private and public teacher's T-calculated value is 46.1122 T-tabulated values is 1.96 and P-value is 0.

Table4.25: Students are not allowed to oppose the marks given by the teachers

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1	0.70	14.0755	1.96	0
Public	97	1.11	0.60			

The above table private school teacher the mean value is 1 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 14.0755 T-tabulated values is 1.96 and P-value is 0.

Table4.26: Threats are given to the students about the marks by teacher

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.63	0.50	37.0829	1.96	0
Public	97	1.12	0.51			

The above table private school teachers the mean value is 2.63 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is 37.0829 T-tabulated values is 1.96 and P-value is 0.

Table4.27: Corporal punishment are given to the students about the marks

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.15	0.76	3.9226	1.96	0.0002
Public	97	1.11	0.77			

The above table private school teacher the mean value is 1.15 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 3.9226 T-tabulated values is 1.96 and P-value is 0.0002.

Table4.28: Marks are used for child abuse

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.05	0.77	2.1372	1.96	0.0652
Public	97	1.07	0.56			

The above table private school teacher the mean value is 1.05 and public school teacher the mean value is 1.07. The above table private and public teacher's T-calculated value is 2.1372 T-tabulated values is 1.96 and P-value is 0.0652.

Table4.29: Marks are used for creating fear and anxiety among students

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.03	0.60	7.7018	1.96	0
Public	97	1.08	0.55			

The above table private school teacher the mean value is 1.03 and public school teacher the mean value is 1.08. The above table private and public teacher's T-calculated value is 7.7018 T-tabulated values is 1.96 and P-value is 0.

Table4.30: Family poorness effect child rights

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.69	0.50	27.0604	1.96	0
Public	97	1.12	0.69			

The above table private school teachers the mean value is 2.69 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is 27.0604 T-tabulated values is 1.96 and P-value is 0.

Table4.31: Teachers support those students who belongs to poor families

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.65	0.53	31.0288	1.96	0
Public	97	1.12	0.59			

The above table private school teachers the mean value is 2.65 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is 31.0288 T-tabulated values is 1.96 and P-value is 0.

Table4.32: Students have their basic rights of survival, so proper security is given

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.07	0.77	4.0234	1.96	0.0001
Public	97	1.10	0.65			

The above table private school teacher the mean value is 1.07 and public school teacher the mean value is 1.10. The above table private and public teacher's T-calculated value is 4.0234 T-tabulated values is 1.96 and P-value is 0.0001.

Table4.33: Students are not allowed to go unit of the school without permission

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.75	0.87	60.8812	1.96	0
Public	97	1.11	0.76			

The above table private school teacher the mean value is 1.75 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 60.8812 T-tabulated values is 1.96 and P-value is 0.

Table4.34: Students are given proper awareness about the agencies for their protection

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.41	0.83	30.3967	1.96	0
Public	97	1.06	0.68			

The above table private school teacher the mean value is 1.41 and public school teacher the mean value is 1.06. The above table private and public teacher's T-calculated value is 30.3967 T-tabulated values is 1.96 and P-value is 0.

Table4.35: Awareness for safe reach to home and school is confirmed by school authenticity

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.90	0.65	15.3259	1.96	0
Public	97	1.11	0.76			

The above table private school teachers the mean value is 2.90 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 15.3259 T-tabulated values is 1.96 and P-value is 0.

Table4.36: Security measures are taken for proper protection of children from electric shocks

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.12	0.76	20.9965	1.96	0
Public	97	1.03	0.63			

The above table private school teacher the mean value is 1.12 and public school teacher the mean value is 1.03. The above table private and public teacher's T-calculated value is 20.9965 T-tabulated values is 1.96 and P-value is 0.

Table4.37: Information communication with police is confirmed

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.46	0.82	33.6469	1.96	0
Public	97	1.11	0.75			

The above table private school teacher the mean value is 1.46 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 33.6469 T-tabulated values is 1.96 and P-value is 0.

Table4.38: Teachers given instructions to their students regarding security measures

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	1.11	0.86	0.3263	1.96	0.7442
Public	97	1.11	0.73			

The above table private school teacher the mean value is 1.11 and public school teacher the mean value is 1.11. The above table private and public teacher's T-calculated value is 0.3263 T-tabulated values is 1.96 and P-value is 0.7442.

Table4.39: Teachers given drill to students for facing emergency situation without panic

Teachers	N	Mean	S.D	T-calculated	T-tabulated	P-value
Private	250	2.97	0.75	16.4373	1.96	0
Public	97	1.12	0.57			

The above table private school teachers the mean value is 2.97 and public school teacher the mean value is 1.12. The above table private and public teacher's T-calculated value is 16.4373 T-tabulated values is 1.96 and P-value is 0.

Discussion

The study is covered in detail in this chapter. To ascertain the relationship between the variables in the current study, information was obtained from both public and private teachers in the District of Bhakar. Simple random selection was used to pick the professors in order to collect data. The purpose of the study was to study of the protection of child

rights in public and private school. Awareness, Child Rights Practice, Child Abuse, Marks and Evaluation and Security were the dependent variables in the current study.

A study examining the protection of child rights in public and private schools reveals nuanced differences and shared challenges in safeguarding students. Public schools, often under-resourced and overcrowded, face significant obstacles in implementing comprehensive child protection measures. Issues such as inadequate infrastructure, limited access to trained counselors, and insufficient teacher training on child rights result in higher vulnerability to rights violations, including physical punishment and neglect of special needs. On the other hand, private schools, while typically better funded and equipped, may focus intensely on academic performance and institutional reputation, sometimes at the expense of students' emotional and psychological well-being. These schools may also lack transparent policies and mechanisms for reporting and addressing rights violations, such as bullying and emotional abuse. The study highlights the critical need for both sectors to adopt and rigorously enforce child protection policies aligned with national and international standards. It calls for increased investment in teacher training, student counseling services, and the development of a robust monitoring and evaluation framework to ensure accountability and continuous improvement in safeguarding child rights. By fostering a culture of awareness and proactive intervention, both public and private schools can create safer and more supportive environments that respect and uphold the rights of every child.

Conclusion

The findings indicate a complex landscape regarding the protection of child rights in both public and private schools. While there is a positive awareness among teachers about child rights and the legal implications of corporal punishment, significant issues persist. Teachers are accessible for communication, and parent-teacher conferences support children's rights, yet students often remain unaware of the legal repercussions of their misconduct and proper boundaries regarding appropriate and inappropriate touch. Schools provide adequate learning environments and permit students to discuss their rights in class and use facilities freely, but corporal punishment is still prevalent. Despite the availability of first aid and emergency training, students face barriers in addressing teacher misconduct, and principals lack awareness of child protection legislation. Additionally, religious teachings on child abuse are not well integrated, and issues around transparency and fairness in academic assessments persist, with students threatened or punished over marks without proper recourse. Overall, while there are strides in awareness and policy, substantial gaps in implementation and protection remain, highlighting the need for comprehensive reforms and education to ensure child rights are fully upheld.

Recommendations

1. It is recommended that government may conduct child rights awareness seminars indistrict Bhakar.
2. It is recommended that school may allow discussing their rights in the school.
3. It is may recommended that teacher may control abuse language in school.
4. It is recommended that teacher may avoid corporal punishment in school.
5. School may provide proper security to students for their security.
6. It is recommended that teachers give students security-related training.

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